DOCUMENT RESUME

ED 050 851 32 RC 005 279

AUTHOR Krebs, Robert E.; Stevens, Gail A.
TITLE An Assessment of Needs Related to the Education of Migrant Children in the State of Washington.
INSTITUTION Center for the Study of Migrant and Indian Education, Toppenish, Wash.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.
PUB DATE Feb 71
NOTE 64p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Attendance, Curriculum, *Educational Needs, Education Vouchers, Federal Programs, *Innovation, *Migrants, Minority Groups, Parent Role, Performance Contracts, Poverty Programs, *Program Development, Schools, Socioeconomic Status, *State Programs, Teachers
IDENTIFIERS *Washington State

ABSTRACT

The purpose of the study, as stated, was to identify and arrange educational needs of migrant children and make recommendations for programs with the objective of improving and equalizing educational opportunities for children of migrant families in the State of Washington. The assessment was based on lay people and educators incorporating the thoughts of people of all ages to generate the guidelines for the Center for the Study of Migrant and Indian Education staff in the development of future programs. In addition to the discussion related to the problems of the migrant child, recommendations are made for provision of compensatory programs, training programs for bilingual paraprofessionals, "alternative" educational programs, mobile facilities, performance contracting, and use of the educational voucher. A partial listing of migrant centers and service organizations in the United States is appended. (EL)

ED050851

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

RECEIVED
MAY 24 1971
NMSU
E.R.I.C.

AN ASSESSMENT OF NEEDS RELATED TO THE EDUCATION OF MIGRANT CHILDREN IN THE STATE OF WASHINGTON

This report was prepared for the Center for the Study of Migrant and Indian Education, a project of Central Washington State College and funded under Title I (Migrant Amendment P.L. 89-750) as administered by the Washington State Superintendent of Public Instruction.

PC 005279

February, 1971

This project was undertaken upon the request of the Advisory Committee for the Center for the Study of Migrant and Indian Education. It was to ascertain the educational needs of migrant children of Washington State.

The project was contracted with Mr. Raymond Windham as director. The authors of the project are Robert E. Krebs and Gail A. Stevens. The research assistants were Michael Vachon and William Winston.

The primary source of data were many lay people and educators incorporating the thoughts of all ages throughout the State of Washington.

The purpose of this assessment is to provide guidelines for the Center staff in the development of future programs. It is also our wish that any school or agency, interested in the educational needs of the migrant child, may use this material to enhance their educational opportunities.

Lloyd M. Gabriel, Ed.D.
Director

PREFACE

The authors wish to acknowledge the assistance provided by many people who helped make this project a reality. Unfortunately many who made the greatest contribution will remain nameless--those who provided the reams of data from which the essence of needs related to migrant education was gleaned.

This report has been structured and written to provide a comprehensive overview of concerns related to the education of children from families of migrant farm workers.

A preponderance of the data gathered indicated that migrants and other culturally different people are not "fitting" into the present public school system and as far as the community is concerned the burden of responsibility rests with the parents and their children. The solution to many of the identified needs and problems rests with changes in attitudes of school personnel and alteration of the traditional format and instruction to accommodate <u>all</u> the people of the community. The following report attempts to offer some constructive ideas.

This report is not intended to be a "package deal" to solve all problems. It is intended that each school and community will use this report as a reference from which to select information which is most applicable for development of individually tailored programs.

Robert E. Krebs

Gail A. Stevens

February, 1971

TABLE OF CONTENTS

An Assessment of Needs Related to the
Education of Migrant Children
In the State of Washington

SECTION		PAGE
	PREFACE	ii
I.	INTRODUCTION	1
	A. Statement of the Problem	1
	B. Background	2
	C. Objectives	8
II.	PROCEDURE	9
III.	METHOD	11
IV.	IDENTIFIED EDUCATIONAL PROBLEMS, NEEDS, AND PROGRAMS	13
V.	POTENTIAL SPONSORS FOR PROGRAM SUPPORT	34
	A. Possible Federal and/or State Sources of Funds for Program Support	35
	B. Private Foundations	42
VI.	SUMMARY AND RECOMMENDATIONS	47
VII.	APPENDICES	
	A. Partial Listing of Migrant Centers and Service Organizations in the United States	58
	B. Needs Related to the Education of Migrant Children	60

I. INTRODUCTION

A. Statement of the Problem

Many educational, governmental, and social groups across the country have exerted leadership to dramatically upgrade education for low income populations. Although "low income" is used as a general category there are many heterogeneous segments that compose the poverty population within the United States.

The Nation's migrant workers represent one sector of the population which is economically and socially dispossessed. Within this group the differences in ethnic affiliation, cultural life style, and geographic location create variations in preferences, problems, and needs.

Migrants, until recently, have not been the subject of serious, national concern. Unlike some of the positive transformations which are occurring in urban areas for minority populations, the migrant world remains separate and largely unknown. Many people in the United States appear to be unaware that two million migrants who pick the Nation's harvest live and work on a subsistence level where there is little hope that conditions will change for their children.

Society's institutions, including the educational systems, must rethink their traditional role in solving educational problems related to social and economic inequities. Fortunately, the schools have the prerogative of intervention through design and promotion of meaningful learning experiences.

Current interest generated by mass media, literature and scholarly research may indicate a change in the conduct of migrant affairs. The trend, hopefully, will continue to call more attention to the educational needs of the Nation's poorest.

The purpose of this study has been to identify and arrange educational needs of migrant children according to a priority of concern. Recommendations for programs are included for the use of limited resources with the objective of improving and equalizing educational opportunities for children of migrant families.

B. Background

> The evaluation of poverty: "I used to think I was poor. Then they told me I wasn't poor, I was needy. Then they told me it was self-defeating to think of myself as needy, that I was culturally deprived. Then they told me deprived was a bad image, that I was underprivileged. Then they told my underprivileged was overused. I still don't have a dime, but I have a great vocabulary."
>
> As borrowed from the Shelbyville, Kentucky Sentinel by the "Daily Record", Ellensburg, Washington 1/4/71

Migrant populations, because of ethnic and cultural affiliation or poverty, have been categorized as "second class citizens". According to the NBC White Paper Report entitled "Migrant" televised during the summer of 1970, the nation's two million migrants are considered the "most economically and socially deprived segment of the population".[1] The tremendous gap which exists between "mainstream society"

[1] NBC White Paper Report, Summer, 1970.

and migratory farm workers appears not to have dramatically changed since Steinbeck's Grapes of Wrath. Economic considerations may be a primary rationale for maintaining disparity between migrants and the population as a whole. "It used to be we owned our slaves, now we just rent them."[2]

A study of migration and school attendance in the State of Washington published in 1934 discusses factors related to the migrant cycle and the difficulties which confront school age children.

> Investigations by the United States Children's Bureau, by the National Child Labor Committee and a compilation of materials by the White House Conference on Child Health and Protection have made available a series of studies of selected areas in the United States. All of these studies have indicated that a loss of school time, irregular attendance, school retardation, and other less tangible effects seem to attend the life of the child in this family group. . .According to the report of the Sub-Committee on the Migrant Child of the White House Conference on Child Health and Protection, the lack of data is explained as follows: (1) the variable nature of the custom of migration; (2) the great complexity of the problem; (3) the variation in numerical size of the problem in communities; (4) the laissez-faire attitude of communities resulting to some extent from the docility of the migrant group; and (5) the undesirability of the migrant in many communities as a justification for ignoring his needs.[3]

Findings include:

> (1) the difficulty of assimilation with groups of local children who are frequently antagonistic to the migrant children; (2) the constant problem for

---

[2] NBC White Paper Report, Summer, 1970.

[3] Marion Hathway, The Migratory Worker and Family Life, (Chicago: The University of Chicago Press, 1934) pp. 149-150.

> the children of adjustment to new surroundings, to new educational methods and practices; and (3) the isolation of the children from a body of experience which is common to other children.[4]

Changes in education have been implemented as legislation has addressed the specific needs of migrant children. However, even with the expansion and improvement of facilities and some programs many of the "less tangible" educationally related problems continue to exist for migrant children as they did 40 years ago.

There is general agreement among many educators and scholars that those populations still classed as "folk cultures" and/or the Nation's poor may be inadvertently socialized to remain in a subordinate position. Thomas P. Carter[5] states, "If a local society maintains a restricted number of statuses, the school releases children prepared to meet the requirements of the local system, usually in accord with existing status allocations for the various ethnic groups." If the community is considered largely responsible for the ascription of statuses then what is generally accepted is reinforced by the major institutions to maintain these status patterns.

The school, unfortunately, is not to be exempted from the subtle perpetuation of status assignments. By sharing an obligation to reinforce certain behavior, roles, expectations, and personality traits, schools traditionally prepare young people to fit into a system.

---

[4] Hathway, op. cit., p. 162.

[5] Thomas P. Carter, Mexican Americans in School: A History of Educational Neglect, (New York: College Entrance Examination Board, 1970) p. 15.

Brogran[6] contends that the school functions to "teach Americanism, meaning not merely political and patriotic dogma, but the habits necessary to American life. . .the common language, common habits, common tolerances, a common political and national faith." Assumed ideals of middle class culture represent the standards, educational and social, which are preferential for good and productive citizenship.

Middle class youngsters typically become "system oriented" at a very tender age. Preceding entrance into the formal education process they internalize the dominant culture in the home and/or preschool programs which greatly assists in the rapid acquisition of reading and verbal skills. In this sense school achievement has a high correlation with social class and related experiences in the home. Migrant children, however, may not have participated, to any large extent, in the middle class orientation. This may be due to a different cultural affiliation as in the case of the Mexican-American or identification with a low income population. They are viewed as having a lack of facility in the English language, marginal academic skills, lack of motivation and inattention or any of a variety of "education inadequacies". The special programs geared to remedy academic or psychological adjustment problems demonstrate the crucial importance of the child being able to readily acclimate to the educational system.

---

[6] D. W. Brogan, The American Character, (New York: Alfred A. Knopf, 1950) p. 135. (underlining added)

Many school personnel fail to realize that in transmitting stereotypes they are reinforcing the expectation that migrant children are of inferior status because life style, clothing, or language do not reflect the standards of the parent society. Rarely are personnel prepared for or accepting of the notion that the school may have to change to "adjust" to the needs of the population to be served.

It may appear paradoxical, on the one hand, to identify the school as a primary instrument in effecting social mobility and, on the other, to imply that the school is partially responsible for a failure of education to increase the opportunity for vertical mobility of migrant populations. The negative self-concept which is oftentimes attributed to the migrant child may not be the result of his own interpretation of "self" and significant others, but is a concept of "self" imposed on him by those who interpret his social and economic status as negative. Many Mexican-American migrants resent middle class Anglo pronouncements that they are "culturally deprived" or that bilingualism may be a "problem". Migrant children, regardless of cultural background, are identified in order to assign them to special remedial programs or provide assistance of various types; however, the mere process of pigeon-holing may reflect a predisposition to assume total "impoverishment"—economic, social, cultural, and educational. Once established, this classification may be difficult to substantiate or to change. Smith[7] states, "The present preoccupation with the 'disad-

---

[7] William L. Smith, "Clevelands Experiment in Mutual Respect", in The School and the Democratic Environment, The Danforth Foundation and the Ford Foundation, (New York: Columbia University Press, 1970) p. 86.

vantaged' has not really diverted the critics of public education from concluding that the total system is incapable of providing excel-lenteducation for a diverse student population. . .the mission of fundamental educational reform is not for the poor alone. . .but for all children."

Since migrant families are generally characterized by poverty, mobility, and a preoccupation with subsistence living, some educators have suggested that school failure is less disturbing for migrants than for other segments of the population. A child's early involvement in an important occupational role within the family may tend to make the school experience less rewarding and, within the migrant cycle, less "justified". Martin Deutsch[8] suggests that, "Parents may not be opposed to the specific act involved in the child's leaving school prematurely, they may have shared with the child their own personal affect regarding their experiences with social institutions. Particu-larly the minority group lower class parent is likely to explain, rationalize, and attribute job and economic frustration—both correctly and incorrectly—to the operation of impersonal societal institutions".

If the cycle of poverty-failure-poverty is going to be broken, social intervention of various types must be implemented to assure that existing circumstances will not continue to link the generations.

---

[8] Martin Deutsch, "Early Social Environment: It's Influence on School Adaptation", Profile of the School Dropout, Daniel Schreiber ed., Vintage Books, 1970, p. 205.

Laymen, educators and professionals of various types have recognized the necessity for changes in the educational experience of low income and minority youth. These changes should include alterations in curriculum, enhanced communication among home, school and community, modifications in teachers' attitudes and improvement of the social climate of the school. Funding agencies have made monies available for the support of projects to improve educational conditions for children of migrant families. Social responsibility, however, should not be determined solely by the availability of financial support. It may be necessary to reallocate the schools present financial resources according to a revision of educational priorities.

C. Objectives

The purpose of the Educational Needs Assessment was to identify fundamental problems which relate to the educational experiences of children from migrant families.

The Educational Needs Assessment has attempted to:

1. Identify needs and problems related to the education of migrant students.

2. Establish priorities for meeting these needs and solving these problems.

3. Provide program descriptions (strategies) to assist individuals and organizations to plan and implement programs to meet the priority needs.

4. Identify potential sponsors for possible financial support to assist in implementing the programs.

II. PROCEDURE

Population: The geographic areas within the State of Washington included in this study were the South Central (Yakima-Toppenish-Zillah); Northwest (Mt. Vernon); North Central (Okanogan); and Eastern (Moses Lake) areas. Due to a limited amount of time for interviewing it was decided that a survey of selected informants be conducted. Therefore, informants associated with a variety of groups were interviewed to obtain pertinent data. The sample included parents and students (classified as "migrants"), educators, administrators, community organizations, Title I Boards, and teacher aides.

Definition: For the purposes of qualifying for compensatory educational programs a migrant child is defined by the Washington State Superintendent of Public Instruction as: "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities." A child so defined can be considered a migrant for continued eligibility in compensatory programs up to five years after his parents have "settled out" or are no longer employed in agriculturally related work.

According to the available information the Anglo migrants comprise a larger numerical population than any other ethnic group. Black and Oriental populations comprise a small percentage of migratory workers. A significant number of Indian persons from the Northwest area of the State engage in seasonal agriculture work. Although there

is an ethnic diversity within the migrant population, most of the migrant educational programs in the State appear to be more appropriate for the needs of Mexican-American migratory workers. For this study, however, "migrants" were not classified as to ethnic or cultural backgrounds.

III. METHOD

Data related to educational needs was collected by field interview and questionnaire.

The field interview was of a "structured" nature. Prepared questions were arranged under general topics and the interviewer used this format as a guide. In these cases, informants were not requested to write out answers to specific questions. By allowing the informant to "lead" an informal discussion, the interviewer hoped to elicit spontaneous, subjective information. In some instances, interviews were tape recorded with prior consent of the informant.

The problems identified by informants were separated into various categories pertaining to education, health, community relations, employment, and leadership. The educational needs and related problems were separated from the other areas. During a Work Session held at the Center for the Study of Migrant and Indian Education in Toppenish, Washington a group of representatives from various migrant groups and community organizations met to help decide which educational problem areas should be solved as soon as possible. A packet of fourteen problem/need discussions, synthesizing information from the interviews, was distributed to each person with a request to rank by importance. Representatives were asked to discuss any problems which were not included in the packets. This group also discussed the feasibility of strategies that might be implemented to ameliorate the problems associated with the education of migrant children.

Additional meetings were held with individuals and small groups to give advice on the draft stages of this report. They were asked to give and react to specific strategies that might be combined into programs designed to meet the priority needs. The workability of these strategies was of particular concern.

IV. IDENTIFIED EDUCATIONAL PROBLEMS, NEEDS, AND PROGRAMS

The program descriptions in this section should be considered as outlines for coordination of strategies that, if implemented, might improve present inadequacies in the education of migrant children. The programs are not meant to be all inclusive, complete, or an end in themselves but rather guides for the development of viable project proposals. Each educational institution or organization will need to develop its own program to incorporate local variations.

The following problems, needs, and programs are listed by priority. Most are not mutually exclusive and could be combined into one or more comprehensive programs. Obviously modifications in a particular realm will affect changes in other broad areas.

A. Problem: The language and cultural differences of migrant children may make the school program an irrelevant and self-negating experience. Difficulties in understanding because of language differences are complicated by the rigidity of school programs and policies which may not encourage or utilize a bilingual approach or provide for individualized instruction.

Educational Need: Bilingual education, especially at the elementary level, needs to be incorporated to more adequately teach language concepts and enhance language proficiencies. English may be taught as a second language.

Program: Although many schools are adopting or planning to adopt some bilingual programs for Mexican-American children as well as

for Anglo children, there is a particular need at the elementary grade level. An expanded bilingual program should include the following:

1. The utilization of languages other than English as part of the multi-culture programs.

2. The use of Spanish as a means of teaching language concepts to all children.

3. Giving assignments, directions, etc., in more than one language.

4. Assisting teachers in understanding and using different dialects and/or languages as a means of establishing communications with parents and children.

5. Provide opportunities for older bilingual students to assist with instruction and tutoring of younger students. Tutors could be paid for their services which would also assist them in meeting their school expenses.

6. A special "English as a Second Language" program could be developed or similar existing programs (including tested materials) could be implemented.

7. Providing special social activities for all students that require the use of more than one language and emphasize life styles other than those of middle class Anglo culture.

8. Some reading and other instructional materials should be exemplary of life styles other than Anglo. Selection of these materials should present a realistic picture of a cultural and

social orientation and should avoid simply an account of "quaint" folk cultures.

9. The Northwest Regional Laboratory has developed a guide for teachers entitled CHILD (Coordinated Helps in Language Development). Included are specific objectives, suggested materials and alternative procedures for conducting activities that augment language skills for kindergarten children.

B. Problem: Many teachers in the local school systems which serve migrant populations are inadequately prepared to most effectively instruct migrant children. As a result, teachers may interact on a superficial level with migrant students and with the minority community as a whole because of their middle class values and training. Teacher preparation may do more to perpetuate the stereotypes rather than modify or eliminate them.

Educational Need: Teacher training programs should be designed to assist teachers and administrators to be more cognizant of the educational and other needs of the migrant student.

Program: Teacher training programs designed to prepare teachers to provide effective instruction for culturally different (viz., not middle class) children. These programs should be developed at the preservice and on-the-job levels. Such programs might include the following:

1. Preservice teacher training programs:

a. Courses should be required that emphasize the study of life styles different from middle class Anglo culture. These

courses should utilize materials and approaches from the areas of anthropology, sociology, psychology, etc.

b. Provide preservice teachers the opportunity to participate in an "exchange" or study program in Mexico. This program is becoming a reality in the state colleges and universities for the State of Washington, but it needs to be expanded to specifically assist preservice teacher training programs.

c. Require a degree of competence and comprehension of migrant education before certification to provide a specialized background for employment in districts which serve a large population of migrant families.

d. Require a high degree of comprehension of and competence in dealing with migrant problems related to education. Certification requirements need to consider teacher's ability to use effective techniques and, most importantly, to understand the child and his culture.

2. Inservice Programs

a. Schools should require workshops and similar training sessions designed to "sensitize" teachers to cultural differences and to positively use techniques in teaching-learning situations.

b. An organization of representatives of various groups concerned with the education of migrant children should be formed to advise and review the development of new materials, curriculum programs, courses, etc. It is mandatory that membership include people from the grassroots level (i.e., representatives of migrant

groups, parents and students) and professionals (i.e., anthropologists, sociologists, psychologists, etc.) to assure that effective materials would be developed.

c. Training programs for school boards, administrators, teachers, and aides should be initiated to establish a "common ground" of understanding. Involving persons from the entire organizational structure could provide continuity in the discussion and implementation of interests and concerns.

d. Workshops should be designed and operated to train teachers and aides to function as a team.

e. A program designed to require teachers to read and review selected publications related to migrants and the education of minorities. Attendance at review and discussion sessions should be required.

3. On-The-Job Training Programs

a. Teachers could exchange positive experiences and ideas related to migrant education with each other—both in their own school and with teachers from other schools. Some of these sessions might take the place of regular faculty meetings.

b. Special consultants could be brought into the school to assist teachers in the classroom with the implementation of new programs or materials.

C. Problem: The academic success of a migrant child seems to depend on the extent to which his family (parents) has been oriented to Anglo middle class value systems. Children whose parents may

lack an educational background or whose basic language is Spanish tend not to be as prepared as middle class children to "adjust" to the school setting.

Educational Need: Early childhood or preschool multi-cultural training programs should be available for migrant and minority groups to improve reading readiness and to increase verbal ability. A multi-cultural approach at an early level may eventually decrease the necessity for compensatory or remedial programs.

Program:

1. Early childhood programs, including preschool activities, need to be developed to include (a) children from more than one culture, (b) children of various social and economic backgrounds, and (c) children who speak different languages.

Typical Head Start type preschool programs, although many are worthwhile, segregate children by one or more of the above categories, mainly because of the economic factor.

2. Such a program, both preschool and early grades, might include a multi-cultural curriculum along with bilingual classroom instruction. It is crucial that parents, paraprofessionals, and other members of the community who have special culturally related skills and/or knowledge be involved in both developing the program and the instruction.

3. A multi-cultural and bilingual early childhood day care center could be operated for the children of working parents. Although it would be organized to assist the migrant child and

parent it would be open to children of all working parents. Important considerations are the availability of transportation and day care for younger children and infants. The activities would be geared to assisting the children to "adjust" to a regular school situation and would stress the use of Spanish and English in both the day care center and inside the home. The program, to be successful, would need flexibility to the degree that would allow children to enter and leave as their parents work schedules demand. The early childhood day care center's program would not coincide with the regular school routine, time schedule or policies. Therefore the public schools may not wish to be involved.

Such a center would need to be community and industry supported with little or no cost to the parents.

D. Problem: Parents are made almost solely responsible for encouraging their children to attend school and reinforce the value of education. However, migrant parents as a rule are unfamiliar with school programs and are unable to provide the reinforcement and encouragement for their children.

Educational Need: To promote meaningful communication between parents and school personnel. Migrant parents need information to help alleviate their feelings of alienation from the school and community.

Program: A program to increase the involvement of parents of migrant children that would help alleviate feelings of alienation would include:

1. A means of establishing and maintaining personal contact between and among parents and school personnel—not just the teacher of a specific child but other teachers and administrators.

2. Innovative activities designed to promote an interest in the schools need to be developed in cooperation with the parents. The standard format and organizational structure of the PTA should be avoided. These activities might take place in locations other than the schools.

In any program or work session which involves parent groups or spokesmen of a minority group there must be careful consideration that those involved will <u>not</u> simply reinforce the schools' traditional images and approaches. It is crucial that a representative group exchange information and develop programs in order to avoid the leadership becoming established in the hands of a clique (who is <u>not</u> representative and will "rubber stamp" policies rather than initiate change) and to assure a wide sample of interests and viewpoints.

3. School personnel must take the initiative in establishing personal contacts with migrant families. Representatives of the settled out migrant community could function as a school-home laisions to contact families in the area and provide information about activities and procedures. Teachers should make periodic home visitations—not just when problems arise.

4. These activities should augment the parents confidence in the school. This cannot be accomplished by just "telling" them

about the school's program. Various techniques need to be developed to encourage parents of migrant children to become personally involved with the education of their children.

5. The success of any school program to involve parents depends on the attitudes the school personnel exhibit toward the parents—which is largely of a condescending nature when dealing with migrant parents.

6. Any parent-school program, activities or meetings must be repeated and/or expanded or a periodic basis in order to maintain effectiveness.

7. The above group could be expanded to include representatives of other local social agencies and institutions to coordinate the efforts of all agencies that provide services to migrants.

8. Adult social or educational classes could be offered by the school for the parents of migrant children. This might be accomplished in an area that would be accessible to the parents or transportation would need to be provided. Such a program could be geared to fulfill some of the parents' needs and at the same time assist the parents in developing an understanding of the school process—its limitations as well as its positive attributes.

E. Problem: Migrant parent involvement in school programs and activities is lacking in most areas of the state. The transient nature of farm work is not conducive to local participation. However, in areas where there is a heavy concentration of migrant families who have settled out participation is still minimal.

Educational Need: For the schools to develop innovative programs to involve the school with migrant parents. The schools might take much of the initiative in establishing contacts and providing programs and provide a responsive environment when parents come to visit or discuss problems.

Program: (Refer to Section D)

F. Problem: The notion that migrant students, both Anglo and Mexican-American, may have special "problems" is to assume personal inadequacies. If this notion is accepted it is then logical to blame the migrants rather than to recognize the schools, themselves, may be causing or enhancing difficulties. The schools look to individuals to solve their own problems (become motivated) rather than to modify programs to recognize cultural differences and the exigencies of poverty.

Educational Need: There should be cognizance of the methods by which formal and informal instruction reinforces the dominant culture. Recognition of alternatives to traditional teaching methods may function to modify expectations of success and failure and the traditional distribution of statuses.

Program: Strategies that schools could implement to modify their own programs and behaviors to recognize cultural differences and thus eliminate some of the "problems" associated with educating migrant children are:

1. Activities and programs should be designed to "sensitize" school personnel and peer groups to cultural, language, and life

style differences. Some examples might be the development or expansion of "social" activities; variations of "sensitivity training"; inter-cultural school activities such as lunch programs with food from various countries, music and drama presentations, culturally different sports, etc.

2. Teachers should be required to periodically visit homes of children.

3. Utilization of community representatives for presentation of special activities, i.e., cultural exchange programs.

4. Special workshops with required attendance need to be developed. These must be followed up and evaluated. Sequential workshops which build on previous meetings could be implemented as a regular part of the school's inservice program. Workshops should be planned, organized and run by persons who are knowledgeable of the problems of school structure and function as it applies to the education of migrant children.

5. Preservice, inservice, and on-the-job teacher training programs should be revised to include adequate information about and an understanding of the different cultures with which they may be associated. To stimulate multi-cultural awareness programs teachers in schools with a significant Mexican-American population should undergo training in the Spanish language and culture.

6. See Section IV-B for additional strategies.

G. Problem: The inability to find rewards within a system obviously effects behavior and attitude. If a student does not perform

according to an educational norm, his failure may be attributed to "lack of motivation".

Educational Need: To assist teachers in a fuller understanding of why students fail or drop out. The causes, although often attributed to by "lack of motivation", may be far more complex.

Program: A program to assist teachers in understanding why migrant students drop out and at the same time help reduce the high drop-out rate for the students may include:

1. Newly planned programs and activities that would create an atmosphere of mutual understanding and assist teachers in establishing rapport with students who, in turn, have a more favorable attitude toward school.

2. The schools, in cooperation with other community groups, could organize a "team" to locate and assist migrant families with problems associated with keeping their children in school. This counseling "team" should continue working with the families and children on a year long basis—not just to get them into school at the beginning of the year.

3. Special counseling programs should be implemented at all grade levels that would maintain contact with migrant students whether or not they are in school. The counseling staff should include Mexican-Americans and Anglos who are able to communicate with and be supportive of children of migrant families.

4. Counseling programs at the junior and senior high school levels should be expanded to provide guidance and job descriptions

other than those related to agriculture. In addition to expanded career guidance services educational opportunities should be stressed. Counselors should be well informed of financial and academic assistance and programs offered by colleges and universities.

Many parents of migrant students desire a better future for their children—even though they often express little hope for them to escape the migrant "cycle". By involving parents in the counseling and career guidance programs more could be accomplished than by school personnel working in isolation.

H. Problem: Mobility is viewed as a major cause for the failure of children of migrant families to receive adequate educational experiences. Enrolling in a "new" school lacks continuity for coursework and time off for travel results in sporadic school attendance.

Educational Need: Schools need to develop programs that are sufficiently flexible to enable any student to enter (transfer) at any time of the year and receive instruction tailored to his individual requirements.

Program: Flexible programs that are geared to the mobility of migrant children are needed. Some aspects of such a program might be:

1. A complete "alternative" education program designed to provide a quality education for the migrant child and should, at

the same time, not assume that a reduction in his mobility is necessary. (See Section VI for a more detailed description).

2. Long range educational programs could be planned for migrant children. These programs would move with the families and be continued with assistance of special personnel who may also relocate.

3. If it is educationally unsatisfactory for migrant students to adapt to rigid schools (rigid both physically and/or philosophically) then the schools may have to adapt to the migrant. This concept is reasonable considering the fact that for many years schools (and special programs, e.g., correspondence) have been established in various parts of the world to service our middle and upper class "migrant" students whose parents are employed in government, military, and industry.

4. A "standardized" curriculum for all schools that migrant children attend could be designed, but not without pitfalls. Several states and many school districts would need to agree on the aspects of a standardized program. Unfortunately, there is always a danger of over regementation and underflexibility for the individual involved in such a program.

5. A day-long, year-round school could be designed and operated for migrant children. A community school could incorporate day care and educational experiences for preschool children as well as elementary age youngsters. The school must be sufficiently flexible to accommodate the working schedules of the parent so

that child care services could be provided before and after regular school hours. Such a program could be supported jointly by local district and HEW's Office of Child Development.

I. Problem: Migrant students who are not adequately prepared (for various reasons) to understand classroom materials at the next grade level may be "socially promoted" in order to move them quickly through the educational process. Promotion without the acquisition of necessary skills makes the school experience relatively meaningless. If held back, the older student is under subtle pressures from school personnel and peer groups. In both cases students may be more inclined to drop out.

Educational Need: The school must be flexible enough to incorporate a variety of coursework and methods of instruction to provide programs that are meaningful and intrinsically rewarding for all students.

Program: A program flexible enough to help solve problems related to "social promotion" and dropouts should include strategies such as:

1. The development of an "alternative" educational program or system for migrant and other students who find it difficult to "fit" the Anglo middle class model subscribed to by public schools (see recommendations in Section VI for a more detailed description).

2. The training and utilization of paraprofessionals, particularly for elementary grades, to assist with bi-cultural programs

and basic instruction. An important requirement for any paraprofessional should be a positive approach to culturally different children. A "ladder" training program for paraprofessionals (starting with employment first then sequential training) could be implemented jointly by several cooperating school districts. (See recommendations in Section VI for additional description.)

3. Techniques to increase individualized instruction would be beneficial to those students who may have a record of sporadic attendance or who do not easily acclimate to the traditional context of education. Some examples are: parent involvement, team teaching, modular scheduling, small group instruction, independent study, teacher and student exchange programs, student tutors, use of special consultants, computer assisted instruction, and performance contracting.

4. (See Section VI for a more detailed discussion)

J. Problem: School records are sent with the student who is moving into another area and also the school in that area is notified. However, information contained in these records, if relegated to attendance and other institutional data, is inadequate for the most appropriate screeing and placement or for understanding educational and personal needs.

Educational Need: To provide a record system that will contain the most pertinent and useful data about the experiences and educational background of the student.

Program: Although record systems have been developed to assist schools with maintaining contact with migrant children many lack several important aspects.

1. Data as to the child's progress in specific academic areas needs to be included. His next teacher needs more specific information to be able to be supportive and instructive with a minimum of problems related to mobility.

2. Several sets of records for each individual should be made available. One to be carried by the child or his parents, one to be retained by the school he just left, one to be sent to the school to which he is moving, and one to be filed in a centralized master file. Assuming that all pertinent educational, not just biographical, data will emanate from a centralized data facility may be expecting too much. The most important information—that dealing with his education—must get from one teacher to the next.

3. There is a risk of reducing a migrant student to a "statistic" by the use of a centralized data system. The only way to prevent this is to make sure that only pertinent educational data is included and that the school personnel utilizing the data do so with an understanding that the data is not the child.

K. Problem: It is necessary for many students to work during school hours, especially during peak harvest, to supplement the family income.

Educational Need: The educational need is to meld the educational program with the necessity for migrant students to be periodically absent from school.

Program: Economic considerations are overriding when it comes to either keeping children of migrant families in school or requiring them to help the family earn a living. Some possible solutions might be:

1. Again, a workable alternative education program could be designed to reduce absenteeism. (See recommendation in Section VI)

2. A program to "subsidize" school attendance of migrant children could be implemented with federal assistance. If parents received a reasonable financial consideration for each day their children attend school there would be less economic need for children to work during school hours.

The federal government now subsidizes several industries and "private" agricultural growers (farm owners). Subsidization of "private" agriculture employees (migrant families)—both in agriculture or related businesses—appears to be a logical extension of this concept—especially since the usual wage and employment benefits do not accrue to migrant farm workers.

3. Student support programs could be developed to include the migrant child attending public schools. The support would need to be in a form of direct financial assistance.

4. Some schools in the Southeast were operated during the "off" season for regional crops and closed during specific harvest

seasons to allow children from agricultural families to assist. This only works where a high proportion of the school's population is from the agricultural community and when the major crop is harvested in a relatively short time. There are other drawbacks to such a program but schools could be flexible enough to accommodate the varied schedule of migrant children.

L. Problem: Lack of money for school supplies and activities and perhaps clothing are factors that can exclude migrant students from full participation in school programs.

Educational Need: The migrant students need resources that will enable them to participate fully in school activities.

Program: In addition to the program suggestions made in the preceding section for providing economic considerations to keep children of migrant families in school the following ideas might also be considered.

1. Any arrangement to financially assist migrant students with public school expenses (hot lunches, activity fees, class rings, gym clothes, class trips, etc.) must be handled in a manner that would not single them out from the rest of the children or be interpreted as a charitable deed.

2. Through community support provide "free" participation allowances for children of families who cannot afford school expenses.

3. Direct subsidies from state and/or local educational funds could be provided to assure equal opportunity of participation by

all students in the total school program. This could be supported by establishing a broader tax base from which schools would draw their support. Since public schools are tax supported social institutions services should be completely free to all students as are the services of other community based tax supported social institutions available to local citizens (e.g., fire department, police department, city government, etc.)

M. Problem: Migrant parents may be "threatened" with legal punishment for encouraging or condoning their childrens' truancy. If so, families will often leave the area immediately.

Educational Need: A positive program for reducing the absenteeism of migrant students needs to be implemented. A program should involve parents and students in a constructive endeavor to maintain children in school.

Program: A program to involve parents and improve communications between parents and the school which may reduce absenteeism might include:

1. A means of establishing and maintaining contact between and among parents and school personnel should be implemented. The schools must take the initiative for improving communications and their image for families of migrant children.

2. A new structure and possibly additional personnel may be required to involve parents in a constructive endeavor to maintain children in school. An active, well planned, and adequately financed school-community (migrant) liasion office needs to be

established. Migrants who have "settled out" should constitute a portion of the staff in order to implement realistic and meaningful goals.

3. It is crucial that the standard format and organizational structure of the PTA is avoided for any innovative activities to involve migrant families with the schools. It may be necessary for school personnel to serve in new capacities external to the school system.

4. Any parent-school program, activity, or meeting needs to be repeated and/or expanded on a periodic basis in order to provide continuity.

5. Tutoring services provided by older students on a flexible schedule may affect changes to reach and teach children.

V. POTENTIAL SPONSORS FOR PROGRAM SUPPORT

The financial support needed to implement new or revised programs to assist schools in providing adequate educational opportunities for migrant students could be derived from various sources. The most obvious is a reordering of present school financial resources according to the reestablishment of educational priorities.

All institutions and organizations periodically need to sit back and take a hard look at stated and actual purposes, goals, objectives, programs, resources, and the priorities (including alternatives) to determine how limited resources will be used to implement programs to meet the stated goals. In short, a long range plan needs to be developed. If this would be accomplished many compensatory education projects could be eliminated as changes in the curriculum incorporated innovative programs supported from local and state funds.

Another possible source of special funds for migrant education programs is categorical assistance from the federal and/or state governments. No doubt there are many sources of government funds of which schools are only vaguely aware or that state agencies are able to administer or assist the schools in exploring.

The third possible source of support for special projects would be derived from private philanthropic foundations and others—possibly industry.

A. Possible Federal and/or State Sources of Funds for Program Support

1. Educational Classroom Personnel Training — Basic Studies. Education Professions Development Act, Part D, Sections 531-533, Public Law 90-35; 20 U.S.C. 1111-1119a; CFR 45-174.

This program is designed to increase the supply of teachers and teacher-trainers in subject areas with known shortages of personnel including bilingual education; and to improve the subject matter competency, and qualifications of persons who are serving or preparing to serve in elementary or secondary education. It could also include funding for supervisory and training of supervisory personnel.

2. Educational Professions Development Act, Part B-2, Section 518; Public Law 90-35; 20 U.S.C. 1108-1110c; FR 45-174.

This legislation provides formula grants to states for the purpose of enabling local education agencies to identify and meet critical needs for trained personnel—particularly personnel who have not previously been engaged in classroom instruction (aides and paraprofessionals). This program could be developed in cooperation with a local community or state college and geared to the educational needs of migrant children.

3. Educational Staff Training — School Personnel Utilization. Educational Professions Development Act, Part C, Sections 521-528; and Part D, Sections 531-533, Public Law 90-35; 20 U.S.C. 1111-1119a; CFR 45-174.

Project funds are available to improve qualifications of persons serving in early childhood education programs, to supervise or train persons serving, to train and retrain experienced personnel for new roles in schools. Enables schools to develop staffing plans which provide effective instruction for children and make maximum use of the talent available in a school system and community.

4. Educationally Deprived Children—Migrants. ESEA of 1965, as amended; Title I, Public Law 89-10 and Public Law 89-750, U.S.C., 241b.

Expansion and improvement of present educational programs to meet the specific needs of the migrant child is the purpose of this program. It includes identification of needs as well as the specific needs of migrant children, i.e., remedial reading, health nutrition, psychological services, cultural development and prevocational training and counseling.

Grants to supplement services, instructional activities, service activities, clothing, food, guidance and counseling, health, social work, speech therapy and transportation to meet special needs of children in low income areas.

5. Dropout Prevention. ESEA of 1965, as amended, Public Law 89-10, Title VIII, Section 807; ESEA amendments of 1967, Public Law 90-247, Titles I, VII, Sections 172, 702; 20 U.S.C. 88T, 887.

This legislation provides project grant support to local public education agencies for the development and demonstration of educational practices which show promise of reducing the number of children who fail to complete their education (dropout prevention).

Although some schools in the State of Washington may have received support for related projects there is a real need to develop innovative dropout prevention programs for migrant children.

6. Strengthening State Department of Education—Grants for Special Projects. ESEA of 1965, as amended, Title V, Section 505, Public Law 89-10; 20 U.S.C. 865.

Project grants to pay part of the cost of experimental projects for developing state leadership or for the establishment of special services which hold promise of making substantial contribution to the solution of problems common to state educational agencies.

7. Strengthening State Departments of Education—Grants to States. ESEA of 1965, Title V, Section 503, Public Law 89-10, as amended; 20 U.S.C. 863.

Formula grants to stimulate and assist states in strengthening the leadership resources of their education agencies and to assist these agencies in establishing and improving programs to identify and meet educational needs.

8. Bilingual Education Act. ESEA, 1965, Title VII, Public Law 89-10 as amended, 1967, 90-247, 20 U.S.C. 880b.

A grant program for the development and operation of new and imaginative programs, services and activities which meet the special educational needs of children 3 to 18 years of age who have limited English speaking ability and who come from environments where the dominant language is other than English. This includes dropout preventions, history and culture of a language, closer cooperation

between school and home, early childhood education and adult education for parents of participating children.

9. Vocational Education, amendment of 1968, Title I and II, Public Law 90-576, 20 U.S.C. 1241 to 1391, 82 Stat. 1064-1091, Title 45.

This and related vocational education legislation provides a number of formula and project grants that might support a variety of vocational education programs for migrants. Among these programs are: Basic Grants to States, Consumer and Homemaking, Cooperative Education, Curriculum Development, Planning and Evaluation, Research, Special Needs, Work Study and Innovative and Exemplary Programs or Projects.

10. Child Development—Head Start. The Economic Opportunity Act of 1964, as amended, 42 U.S.C. 2781.

Head Start provides educational, nutritional and social services to the children of the poor and their families and involves parents in activities with their children so that the child enters school on more equal terms with his more fortunate classmates. Special Head Start programs could be developed to assist preschool migrant children and their parents.

11. Follow-through. The Economic Opportunities Act, Title II as amended, 1957 to 1969; Public Law 90-222; 42 U.S.C. 2829.

Project grants are provided to sustain and augment in early primary grades the gains that children from low income families make in Head Start and other quality preschool programs. Funds may be used

for project activities not included in the normal services provided by the school system. Such activities include, but are not limited to, specialized and remedial teachers and teacher aides and materials; physical and mental health services; social service staff and programs; nutritional improvement; and parent activities.

The acceptance of an application is dependent on the community having a Head Start or similar preschool program.

12. Upward Bound. Title IV, Higher Education Amendments Act of 1968, Public Law 90-575.

Grants to support precollege programs for high school students from low income families. The emphasis is placed on special education and counseling programs involving tenth and eleventh grades with consideration given projects at eight and ninth grade levels. Support is provided for residential summer programs with follow-up classes, tutorial sessions, counseling and cultural enrichment outings conducted during regular academic year.

13. Community Action Program for Migrants and Seasonal Farm Workers. Economic Opportunity Act of 1964, Public Law 88-452, Title III, Part B, 42 U.S.C., 2861.

Grants sponsor educational and day care programs for migrants and seasonal farm workers and their families. Possible projects include basic literacy training and special education day care services with educational activities and cultural enrichment.

14. Migrant and Seasonal Farmworkers Assistance, OEO, Public Law 90-222, Title III; 42 U.S.C. 2701 et seq; 45 CFR, Chapter 10.

This legislation may provide educational and training programs to encourage participants to improve their self-sufficiency. Long term programs are designed to promote increased community acceptance of migrants and their families. Activities include day care for children, education and rehabilitative programs, and counseling services.

15. Rehabilitation Services for Migratory Agricultural Farmworkers. Vocational Rehabilitation Act of 1967, as amended, Public Law 90-99 and of 1968, Public Law 90-391, Public Law 83-565, Section 17, 29 U.S.C. 31.

Awards grants for pilot or demonstration projects to provide vocational rehabilitation services to handicapped migratory agricultural workers and to members of their families, whether or not handicapped, when those services will assist the rehabilitation of the handicapped migratory worker.

16. H-E-P (High School Equivalency Program) Economic Opportunity Act of 1964, as amended, Public Law 88-452, Title III, Part B, 42 U.S.C. 2861.

Provides grants to conduct residential training for farm worker youth between the ages of 19-21. The program prepares farm worker students to obtain high school equivalency diplomas, and then places them in vocational training programs, jobs with potential advancement, or post-secondary education programs. This may be considered an example of a alternative education program.

17. Federal Employment for Disadvantaged Youth - Part Time. The Civil Service Commission Act; Public Law 89-554, 5 U.S.C. 3302.

Stay-in-school campaign offers young people 16 through 21 years of age an opportunity for part-time employment with federal agencies to allow them to continue their education without interruptions caused by financial pressures. Students must be enrolled in an accredited secondary school, maintain and acceptable school standing, and be in need of job earnings to stay in school.

Students could be employed in federal agencies located in the region. The Center for the Study of Migrant and Indian Education or a community service agency could assist the students in making the necessary arrangements. This would also be an ideal program for a community service organization to undertake.

18. Volunteers in Service to America, 42 U.S.C. 2996 - Economic Opportunity Act of 1964, as amended, August 20, 1964, Title VIII.

Volunteer assistance in migrant camps to contribute specific skills and help in many fields.

19. Research and Development—Regional Research, 20 U.S.C. 331, Cooperative Research Act, Public Law 83-531, 68 Stat. 533; as amended by the ESEA of 1965, Public Law 89-10, Title IV, 79 Stat. 44.

Encourages the broad participation in research to improve education through a small grant program (administered by the USOE Regional Office). This program can be used to conduct research related to the education of migrant children or to evaluate new and innovative programs designed to improve their education.

Other HEW programs are available for support of research related to the educational processes, etc., of migrant children.

B. Private Foundations

1. Executive Vice President
Jessie Smith Noyes Foundation
16 East 34th Street
New York, New York 10016

Grant support is available for colleges and universities making a concerted effort to meet the special needs of some segment of the population.

2. Mr. G. Jon Roush, Executive Assistant
Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

Grants are for research and demonstration projects grants in early childhood education, education of the disadvantaged, higher and professional education. Also includes grants for pilot projects concerned with the delivery of health services. Will fund projects to improve functioning of government at all levels.

3. Vernon A. Eagle, Executive Director
The New World Foundation
100 East 85th Street
New York, New York 10028

To promote the right education for children, grants for projects are focused on preschool through high school. Main emphases include what is taught, how teachers are trained and how effectively they perform.

4. George M. Buckingham, Executive Director
Esso Education Foundation
49 West 49th Street
New York, New York 10020

They have programs to provide support to help colleges better utilize their resources and to assist schools to meet changing needs

that benefit minorities as well as broad segments of the population. Curriculum research is supported.

5. Mr. Stephen R. Currier, President
   The Taconic Foundation, Inc.
   666 Fifth Avenue
   New York, New York 10019

Provide grants for intercultural relations. May be interested in supporting experimental bi-cultural or multi-cultural education program related to migrants.

6. Mrs. Nina Ridenour, Secretary
   Ittleson Family Foundation
   654 Madison Avenue
   New York, New York 10021

They support research and other activities for the improvement of intercultural relations. They might support a program designed to assist parents, teachers and students develop a workable multi-cultural education program.

7. Mr. Alvin H. Pelavin
   Hopkins Funds
   Bank of America Center
   555 California Street
   San Francisco, California 94104

Provides funds for programs that attack root social problems that cannot be supported by funds from the general public or other private foundations.

8. Mr. Edward J. Meade, Jr.
   Director of Education and Research
   Ford Foundation
   320 East 43rd Street
   New York, New York 10017

Provides support for a variety of projects that would be developed to meet the needs of migrant education. They do require a

built-in plan to eliminate the foundation's support over a two to four year period.

9. Joseph E. Black, Secretary
The Rockefeller Foundation
111 West 50th Street
New York, New York 10020

They support varied projects including the areas (a) equal opportunity for all and (b) cultural development. Several programs to meet the needs related to migrant education might be considered by the Rockefeller Foundation if it is shown that the public schools cannot provide support.

10. Dr. Laura Bornholdt
The Danforth Foundation
222 South Central Avenue
St. Louis, Missouri 63105

Grants are made to schools that submit proposals which deal with (a) students--their opportunities and growth, (b) learning and teaching, (c) pre-collegiate education and concern for people and values.

11. Mr. Edward L. Quinn
Vice President and Executive Director
The Sears-Roebuck Foundation
3333 Arthington Street
Chicago, Illinois 60607

Provides aid and stimulates local groups to design and develop programs for youth activities, education, health and medicare.

12. Mr. William H. Baldwin, President
The Kresge Foundation
1500 North Woodward Avenue
Birmingham, Michigan 48011

Provides broad support for higher education and youth agencies. They might help support special facilities and programs for an "alternative education" system for migrants.

13. Executive Offices
The Field Foundation
100 East 85th Street
New York, New York 10028

The support given is to aid and promote educational endeavors with particular emphasis on projects of poverty and special aspects of child welfare.

14. Private Foundations in the State of Washington

Many of the more "local" foundations in Washington do not support programs or activities that qualify for local, state, or federal support. Some of the larger ones listed below might consider a special project related to the education of children from migrant families.

a. Carl P. Reder
Olympia-Tumwater Foundation
Tumwater Falls Park
P.O. Box 4098
Tumwater, Washington 98501

b. Mr. Frank A. Dupar, Jr.
Dupar Charitable Foundation
250 Andover Park West
Andover Industrial Park
Seattle, Washington 98109

c. Langdon S. Simons, Jr.
Euclid Foundation
1616 Norton Building
Seattle, Washington 98104

d. Mr. Paul F. Glaser, President
The Glaser Foundation, Inc.
2300 Twenty-sixth Avenue South
Seattle, Washington 98144

e. The Johnson Foundation
P.O. Box 2666
Terminal Annex
Spokane, Washington 99202

f. Mr. J. H. Murland, Secretary
The Medina Foundation
1616 Norton Building
Seattle, Washington 98104

g. Mr. H. F. Leonard, Executive Director
The Millicent Foundation, Inc.
207 East Reserve
Vancouver, Washington 98661

h. Mr. C. M. Pigott, President
Pacific Car and Foundry Company
Foundation, Inc.
P.O. Box 150
Renton, Washington 98055

i. Mr. Ben E. Bowling
Executive Vice President
The Seattle Foundation
1411 Fourth Avenue Building
Seattle, Washington 98101

j. Mr. Rowland C. Vincent, Vice President
Weyerhaeuser Company Foundation
Tacoma, Washington 98401

VI. SUMMARY AND RECOMMENDATIONS

The very nature of the migrants' relationship to the dominant society places them at an economic, political and social disadvantage. From the data gathered for this report it is apparent that many communities visited and persons interviewed regarded the migrant worker and his family as "unwelcome tourists". Since many migrants do not have stable membership in any one community, residents had definite and very negative views concerning their community's role in making facilities, goods, and services accessible to people who were not familiar residents.

In areas where a large population of farmworkers have "settled out", the community was largely indifferent, or, in some instances, openly hostile to the "intruders". School personnel were often patronizing and condescending in their remarks and behavior. Tokenism at many levels is sufficing instead of an honest attempt to become involved with solving administrative or classroom problems.

Ideally public schools should be flexible enough to alter their philosophy and programs to accommodate the children of all ethnic and cultural groups within a particular community. Alterations must also be made to implement much new instructional theory and practices.

The federal government and many states have recognized weaknesses in public education and through categorical or compensatory aid programs have attempted to cause reform. Compensatory programs are a means of "tacking" onto a school system special "sub-systems" to

compensate for supposed deficiencies in particular groups of children and thus enable them to enter the "mainstream of American life". A school district that has a significant population of socio-economic or ethnic-cultural people who are different from the middle class Anglo can no longer function as they have in the past. Even all white middle class schools are ineffective as evidenced by the drop-out rate and disenchantment of the students and public.

If compensatory programs are needed and worthwhile they should affect a change in the curriculum and present school programs. If compensatory programs, per se, become incorporated in lieu of modification in classroom activities and student/teacher rapport there is implied a permanancy concerning the "repair" of students who do not meet traditional standards. Schools need to revise the organizational and administrative structure in order to devise a teaching-learning process which does not continue to isolate a particular group but is appropriate and effective for all students.

The training of paraprofessionals, particularly for bilingual education, should be considered an important aspect of instruction for minorities and low income populations. There should be a concerted effort on the part of school personnel to recruit members from "settled out" migrant populations who live in the local area. Not only would their participation have positive ramifications for migrant children but also would provide employment opportunities. Paraprofessional training programs could be devised to utilize on-the-job training techniques. In this sense, persons are hired and then

trained by inservice programs. A sequential procedure could be developed to incorporate academic coursework at a community college, four year college or extension service leading to certification. Summer workshops and informal rap sessions could be considered. Paraprofessionals could offer some guidance and feedback of migrant priorities related to education through various services to teachers. Hopefully, community hostility or indifference may be reduced as more migrants are employed as paraprofessionals and professionals in local schools.

It should be stressed that certain characteristics are essential for the most logical recruitment of paraprofessionals. These include the abilities to understand, empathize and work constructively with children, and to respect cultural differences.

A recent development on the educational scene is the "alternative educational program". Although the concept is traditional in the sense that educational options have always been open to select segments of the population, it is considered an innovation if tax supported programs provide these options for <u>all</u> segments of the population. At the present time it is difficult to find a consistent definition for alternative education except that it is <u>not</u> the traditional arrangement for a student to receive a public school or college education.

It is recommended that the State of Washington and/or specific school districts develop one or more "alternative" education programs. Many of the educational needs and problems related to the education of migrant students could be solve by designing a school program

that would accommodate the uniqueness of the migrant. Such a program may or may not be operated within the public school framework. It would have the best chance of success if administered separately but receive tax support. The general purpose of the program would be to provide an adequate elementary and secondary education for all children who, for various reasons previously discussed, are not receiving one.

An alternative education program geared to serve migrants would by necessity have some special arrangements for those migrants who are mobile. Programs could be operated in which students need not be present at all times and where learning is partially self-directed. A program of independent study and examinations could be coordinated through the public libraries in each community or through special "store front" school facilities located in areas where migrants are employed. Mobile school personnel and possibly mobile facilities could be utilized for this program. Older students may be employed as tutors—some might travel with the "floating" schools, otherswould be assisting with individualized instruction at the community "store front" learning centers. Many problems exist for establishing and operating an alternative education program but it should be tried. Local support would need to be bolstered by state aid and competent consultation.

Recently Alan Pifer, President of the Carnegie Corporation of New York, made a proposal for enlarging upon the external degree plan—an arrangement whereby qualified people not enrolled in college earn degrees through independent study and examinations. His proposal is based on the need for an organization outside existing institutions

to handle the increasing heavy load of non-resident students. The notion of an Open University would also provide means of breaking with educational traditions, from departmental structure to educational methods. A similar plan is needed for public education in the State of Washington.

Associated with the idea of alternative educational systems is the concept of accountability which, in essence, makes principals and teachers responsible for "what" and "how" a student learns. The questions of who should be accountable to whom, when, and how measured are still in the early stages of formulation. The failures of previously tried accountability systems have led to distrust and disillusionment. What must be stressed to supervisors, administrators and teachers is that accountability is intended to insure that the behavior of every member is functional. Programs have received a great deal of criticism because they are inappropriately considered an end rather than a means to design and achieve the effective education of children in the community. It is most important that accountability programs are not simply imposed but that those persons directly involved with implementation have sufficient opportunity for planning and designing the program.

School systems might consider "performance contracting" of a new program or an alternative education program as a means of implementing a form of accountability. If a new program can show accountability to the supporting agency as well as to the general public, it can then be justified for continued support as part of the regular school program. Although performance contracting is usually accom-

plished through a private business concern it is being tried as a special device to be organized and operated within the public school framework. In this latter case bonus or merit pay is based on the provision that teachers are successfully educating their students. Performance contracting (along with proper evaluation) is one way to develop special programs for inclusion in the education "package" of a school district. A difficulty with performance contracting is that, at the present stage of development, only objective measures can be utilized to assess the progress of students. It would be extremely difficult to use performance contracting and accountability techniques to determine the degree to which a program can correct problems or needs related to cultural differences or ethnic biases.

The "educational voucher" is an example of a financial mechanism for the reallocation of resources so that parents and children would have a choice of schools. The main argument in support of the properly regulated voucher system is that it would force public schools to become "competitive" and those schools which are unresponsive to students would be unable to retain their traditional monopoly. School personnel will have to be cognizant of what parents and students want and develop an educationally sound curriculum that will attract and keep children in their particular school. In essence, alternative educational programs would be competing and coexisting with presently operating public schools. The educational voucher or similar procedure would force direct accountability by the school. A parent could move his child and funds from one school to another if the one he is attending does

not offer what he needs. Presumably the parents (and students) must become deeply involved in the evaluation of the school and have a major responsibility in the education of their children.

Of all the above recommendations the educational voucher elicits the greatest criticism from professional educators and their organizations. The National Education Association (NEA) is opposed to the voucher system and fears that it may weaken or destroy the traditional public school system. It charges that vouchers may lead to racial, economic and social isolation of children. However, such a major departure from the traditions of American public education may establish a much needed reform for low income and culturally different populations. The onus of responsibility would be shifted from a conventional "system" to a teacher's talent and sensitivity.

There are legitimate pros and cons considering the voucher system has not been extensively tested for judgments to be made on possible "side effects". It is, however, a possible means of supporting an alternative educational system for migrants and other disenfranchized students as well as to assure accountability for schools.

All of the above recommendations can be positive for the improvement of present school systems but the possibility remains for other educational options for children if the schools do not respond to educational needs of all citizens.

Related to many of the problems of educating children from migrant families is the need for a comprehensive adult education pro-

gram. Many migrant families are attempting to or have settled in communities throughout the State. Consequently, there is a need for adult education classes, more vocational training programs, and on-the-job training programs to increase job opportunities.

It is recommended that the Central Washington State College Center for the Study of Migrant and Indian Education offer adult education classes relevant to the adult migrant needs. An important aspect of this recommendation is that children of migrant families would benefit from their parents education. Parents' attendance in an educational program may increase the child's incentive and parents, in turn, may be more supportive and assume an active participation in the education of their children.

The following ideas should be considered for inclusion in any comprehensive adult education program for migrants:

1. Adult education classes should be offered to improve options within the job market. Efforts should be made to provide employment opportunities with local and state agencies.

2. It may be possible to receive federal support in the form of stipends for education programs. Migrant parents could be compensated for enrolling in a program.

3. New Careers Development Center at New York University has initiated a program designed for full-time employees (paraprofessionals) in human service agencies to be given time off with pay to attend school.

4. It would be feasible in most instances that a program of "earn while you learn" be operated. Instruction should combine classroom activities and related training for jobs. Employment opportunities should range over a variety of occupations. Emphasis on day care centers, education (paraprofessionals), and health care could be advocated to assist with current local needs.

5. The National Program on Early Childhood Education is developing comprehensive learning programs for children from birth to nine years of age. There are employment opportunities for mothers and paraprofessionals who receive training to teach Head Start and other day care programs.

6. Home teaching programs geared to assisting mothers to be more effective in the educational progress of children are also alternatives for employment for migrant parents.

7. Inservice training within the community could be organized on a half day basis with the other half devoted to classroom instruction.

8. There is a need for programs to train young people and adults for careers as mental health aids and para-medical professionals. The National Institute of Mental Health is in the process of developing a program which will assist community colleges in planning and starting related coursework. Priority will be given to institutions training students from low income backgrounds and those who would aid groups who are not receiving adequate mental health services.

It is also recommended that a special state advisory group be organized to assist the Office of the Superintendent of Public Instruction develop effective educational (and other) state plans for programs that affect migrants. This advisory group should be composed of representatives who understand the needs and problems related to educating migrant children, parents, students, school personnel, and possibly knowledgeable consultants. The group's purpose would be to advise and assist in devising effective state plans and programs for the education of migrant children throughout the State of Washington.

The present definition of a "migratory child" (see page 9) stipulates continued eligibility for compensatory programs up to five years after the family has settled out or is no longer engaged in agriculturally related work. However, this stipulation does not assist many families in which the father continues to be employed as a migratory farm worker after the five year period. In these cases the family, i.e., mother and school age children are sedentary but the household head is migratory.

Many educational problems of children from low income families which includes migratory families, are similar. Therefore, any categorical aid program designed to improve educational opportunities for migrants should include assistance for all low income groups.

In addition, it is recommended that state funds be provided to set up an office to provide "grantsmanship" services for school districts. This office could be located either in Olympia or at the Center for the Study of Migrant and Indian Education in Toppenish,

Washington. The purpose would be to provide services related to the development of proposals for submission to potential sponsors to fund programs to assist in meeting educational needs. Such an office could also keep school officials aware of new funding programs and assist them in locating and contacting funding sources. These services would be in addition to those services now performed by personnel at the local level. It would be necessary to staff such an office with highly qualified and competent personnel who are willing to assist schools with all phases of program and project development related to the education of children from migrant families.

APPENDIX A

Partial Listing of Migrant Centers and Service Organizations in the United States

Bucknell University
Lewisburg, Pennsylvania

Vocational-Technical Education
and Extended Services
State Department of Public
Instruction
Dover, Delaware

N.Y.S. Center for Migrant Studies
State University of College
of Arts and Science
Geneseo, New York 14454

State of New Jersey
Department of Education
225 West State Street
Trenton, New Jersey 08625

Maryland State Department
of Education
301 West Preston Street
Baltimore, Maryland 21201

The University of the State of
New York
The State Education Department
Division of School Supervision
Bureau of Migrant Education
Albany, New York 12207

Division of Federal Assistance
State of Ohio
Department of Education
65 South Front Street
Columbus, Ohio 43215

Colorado Department of Education
Denver, Colorado

Cooperative Educational Research
& Services
The University of Wisconsin

ERIC Cress
New Mexico State University
Las Cruces, New Mexico 88001

State Department of Education
Sacramento, California

Lee C. Frasier, Director
Migrant and Preschool Programs
Texas Education Agency
Capitol Station
201 East 11th Street
Austin, Texas 78711

Ralph Naylor, Superintendent
Migrant Education
State Department of Education
Nashville, Tennessee 37219

Dale Ferris, Inf. Spec.
Migrant Programs
Old Capitol Building
Olympia, Washington 98501

Mrs. Phyllis Maltos
Assistant Administrator
Child Development Program
Washington Citizens for Migrant
Affairs
624 North Adams
Pasco, Washington 99301

Walla Walla Migrant Council
P.O. Box 293
Walla Walla, Washington 46204

Dr. Fred A. Croft
Director of Migrant Education
309 West Washington Street
Indianapolis, Indiana 46204

S.W. Educational Development Laboratory
800 Brazos
Austin, Texas 79701

Evelyn C. Shratz
Migrant Planning Director
Yakima Valley Council for
Community Action, Inc.
Yakima, Washington 98902

Tony Garcia, Director
Migrant Education Center
McAllen, Texas 78501

Mr. Pat Hogan
Associate in Migrant Education
Bureau of Migrant Education
State Education Department
Albany, New York 12207

Mr. David G. Webb, Jr.
Chief, Dissemination Section
Migrant Programs Branch
Division of Compensatory Education
Washington, D.C. 20202

Maximinio Garcia
Consultant
Oregon Migrant Education Service
Center
1745 13th Street S.E.
Salem, Oregon 97302

Mr. Karl E. Hope
Specialist, Migrant Programs
State Department of Public
Instruction
P.O. Box 911
Harrisburg, Pennsylvania 17126

Manual Andrade
Director Bilingual Project
ESEA Title VII
2525 West Sixth Avenue
Denver, Colorado 80204

Dr. H. A. Curtis
Professor of Education Research
Migrant Education Project
601 South Boulevard Street
Tallahassee, Florida 32301

Gil Iunison
Migrant Regional Director
Department of Health, Education
and Welfare
5C Folton Street
San Francisco, California 94105

Sac Jaramillo
Skagit Migrant Program Coordinator
117 Lawerance Avenue
Mount Vernon, Washington 98273

Lynden Council for Migrants
P.O. Box 106
Lynden, Washington 98264

Alvin Hick, Director
Migrant Education
Ontario Schools
Ontario, Oregon 97914

Fred Lowry, Director
Migrant Ministries
Washington State Council of Churches
P.O. Box 185
Sunnyside, Washington 98944

Theodore C. Brown, Director
Migrant Program
Eastern Oregon College
LaGrande, Oregon 97850

The State Department of Education
Division of Federal Assistance
3201 Alberta Street
Columbus, Ohio 43204

Bill Lash, Assistant Director
Title I
Office of the Superintendent of
Public Instruction
316 South 2nd Street
Springfield, Illinois 62706

S.W. Cooperative Educational Laboratory
117 Richmond Drive, N.E.
Alburquerque, New Mexico 87106

NEED	NEEDS RELATED TO THE EDUCATION OF MIGRANT CHILDREN														TOTAL	AVG.	RANK
#1	11	10	8	13	7	3	2	10	9	11	14	2	9	10	119	8.50	I
#2	14	11	10	14	8	12	13	12	11	10	5	9	10	14	153	10.92	N
#3	13	8	9	7	6	14	10	14	8	9	13	8	3	11	133	9.50	K
#4	2	1	2	4	3	13	8	6	4	2	6	14	7	2	74	5.28	C
#5	6	7	11	6	1	6	12	5	5	5	3	12	6	8	93	6.64	F
#6	12	12	7	12	5	7	14	11	7	13	2	6	12	13	133	9.50	L
#7	1	6	1	3	4	10	5	7	3	1	7	8	3	1	60	4.28	B
#8	7	13	6	11	12	11	8	2	14	3	8	11	2	7	115	8.21	H
#9	9	5	5	9	2	5	9	3	2	4	8	7	14	3	85	6.07	E
#10	10	14	12	10	11	4	11	9	10	14	1	5	13	12	136	9.71	M
#11	3	4	13	2	10	1	3	6	6	7	11	4	5	4	79	5.64	D
#12	8	9	14	8	9	9	4	4	12	12	10	13	11	9	132	9.35	J
#13	4	3	3	5		8	7	13	13	6	9	10	1	6	102	7.28	G
#14	5	2	4	1	13	2	1	1	1	4	12	1	4	5	56	4.00	A